**The most important thing to know about working to a rubric is that any grade will be based ONLY on the evidence you provide. Photograph your work, write about your work, make your THINKING VISIBLE.**

**Criterion A: Knowing and Understanding**

This criterion is about the knowledge you gain from looking at other artists’ work and how it impacts your own. You have to have ***evidence*** of this either in visual or written form.

* Ensure you have a photograph of your analysis of the Picasso painting and a comment about how you and your partner ‘unpacked’ both the formal elements used in the painting and the contextual information that helped to understand the painting.
* Ensure you have posted your individual analysis of an artist’s work. It would also be useful if you can be clear in your on-going formative reflection and your summative reflection about how this impacted your own work.
* Ensure you are scrupulously consistent when citing sources.

|  |  |
| --- | --- |
| **Level** | Descriptor |
| 1-2 | i You demonstrate **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of subject‑specific terminology  iii You demonstrate **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| 3-4 | i You demonstrate **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject‑specific terminology  iii You demonstrate **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| 5-6 | i You demonstrate **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject‑specific terminology  iii You demonstrate **substantial** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| 7-8 | i You demonstrate **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of subject‑specific terminology  iii You demonstrate **excellent** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |

**Criterion B: Developing Skills**

Just as you would imagine but with the emphasis on being able to **show evidence** of developing skill (maybe even including discussion of what constitutes skill……).

* Ensure you have kept a record of every step of your thinking, experimentation, planning, drafting and making. You may also include written reflections about skills you have developed.
* Ensure you have included your mind map about Transfer and have thought about the ‘big picture’ of skills you develop in different subjects at school.

|  |  |
| --- | --- |
| **Level** | Descriptor |
| **1-2** | i. you demonstrate **limited** acquisition and development of the skills and techniques of the art form studied  ii You demonstrate **limited** application of skills and techniques to create, perform and/or present art |
| **3-4** | i. you demonstrate **adequate** acquisition and development of the skills and techniques of the art form studied  ii You demonstrate **adequate** application of skills and techniques to create, perform and/or present art |
| **5-6** | i. you demonstrate **substantial** acquisition and development of the skills and techniques of the art form studied  ii You demonstrate **substantial** application of skills and techniques to create, perform and/or present art |
| **7-8** | i.you demonstrate **excellent** acquisition and development of the skills and techniques of the art form studied  ii.You demonstrate **excellent** application of skills and techniques to create, perform and/or present art |

**Criterion C: Thinking Creatively**

You have to show your artistic intentions ( what you want the work to communicate or how you want to impact the audience) You also have to show creative ‘exploration’ of ideas – being experimental and open to new ways of working.

* Ensure you have been clear about your intentions and have reflected regularly about how these change or have been refined.
* Ensure you provide evidence of thinking at each stage of your project so there is a thorough journal/diary of the whole process.

|  |  |
| --- | --- |
| **Level** | Descriptor |
| **1-2** | i. You develop a **limited** artistic intention that is **rarely** feasible, clear, imaginative **or** coherent  iii. You demonstrate **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization. |
| **3-4** | i. You develop an **adequate** artistic intention that is **occasionally** feasible, clear, imaginative **and/or** coherent  iii. You demonstrate **adequate** exploration of ideas to shape artistic intention **through to** a point of realization. |
| **5-6** | i. You develop a **substantial** artistic intention that is **often** feasible, clear, imaginative **and** coherent  iii. You demonstrate **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization. |
| **7-8** | 1. You develop an **excellent** artistic intention that is **consistently** feasible, clear, imaginative **and** coherent 2. iii. You demonstrate **excellent** exploration of ideas to **effectively** shape artistic intention **through to** a point of realization. |

**Criterion D: Responding**

Reflection and refinement, criticism/analysis of artwork, your own and that of other artists – how you make communicate meaning through your art work.

* If you do all of the criteria above well you will have lots of evidence for this one!
* Ensure you make the link between the art you have investigated and your own very clear.
* When you critique your own work note both aspects that are successful and those that can be improved. Show you then act on these observations.

|  |  |
| --- | --- |
| **Level of Achievement** | Descriptor |
| **1-2** | i you construct **limited** meaning and **may** transfer learning to new settings  ii you create a **limited** artistic response that **may** intend to reflect or impact on the world around you  iii. you present a **limited** critique of the artwork of self and others. |
| **3-4** | i you construct **adequate** meaning and **occasionally** transfer learning to new settings  ii you create an **adequate** artistic response that intends to reflect or impact on the world around you  iii. you present an **adequate** critique of the artwork of self and others. |
| **5-6** | i you construct **appropriate** meaning and **regularly** transfer learning to new settings  ii you create a **substantial** artistic response that intends to reflect or impact on the world around you  iii. you present a **substantial** critique of the artwork of self and others. |
| **7-8** | i you construct meaning and **with depth and insight** and **effectively** transfer learning to new settings  ii you create an **excellent** artistic response that intends to **effectively** reflect or impact on the world around you  iii. you present an **excellent** critique of the artwork of self and others. |